

Michigan Special Education Solutions
Supplemental Educational Services Provider
English-language arts and mathematics

is provided on an as needed basis. In addition to training on assessment and instruction, MSES (and its parent company TES) have experience providing instruction to low performing students from diverse ethnic, cultural and socioeconomic backgrounds in urban, suburban and rural settings. Training content includes encouraging cultural sensitivity and responsiveness to the individuality of the students and their families. Training on high quality, research-based instruction is discussed in response to question # 3 below.

To ensure that all service providers maintain the highest quality in the provision of supplemental education services and meet MSES' standards for excellence, all MSES service providers providing academic instruction or enrichment services are MSES employees. Service Providers receive a personal orientation upon hiring, provided by the MSES Regional Manager; a written Service Providers Handbook; and access to TES' proprietary *Student Information Management System (SIMS)* which includes a databank of State of Michigan standards in reading, language arts and mathematics along with suggested goals, objectives/benchmarks and related adaptations and modifications. Session Progress Notes written for each student are monitored by Area Coordinators on at least a monthly basis to ensure that service providers are following specified guidelines for service delivery.

3. Provide evidence of the program's effectiveness in increasing student achievement.

a) Evidence of the Program's Effectiveness in Increasing Student Achievement:

MSES will utilize the instructional materials that have been assigned to the student at his or her grade level. MSES also utilizes assessments developed in accordance with the standards for validity and reliability as set forth in Standards for Educational and Psychological Testing and the Michigan Educational Assessment Program (MEAP). The annual MEAP Tests are currently being aligned with the Grade Level Content Expectations (GLCE) and all students assigned to MSES service providers participate in annual MEAP testing. In addition, MSES service providers are trained to administer such assessments tools as: 1) the MEAP Integrated English Language Arts Assessment writing rubrics to assess progress in the area of written language; 2) the Woodcock-Johnson; 3) the Brigance (for reading, reading comprehension, and mathematics); and 4) the Woodcock-McGrew-Werder Mini-Battery of Achievement. However, MSES also has the capacity to provide a more comprehensive Psycho-Educational assessment undertaken by a certified, credentialed and licensed school psychologist as requested by the local education agency with whom we contract. Tests administered by a certified school psychologist include: 1) the Wechsler Intelligence Scale for Children –IV; 2) the Wechsler Individual Achievement Test—Second Edition; 3) the Bender Visual-Motor Gestalt Test- II and; 4) a Clinical Interview. A sample Report of Achievement Testing utilizing the Woodcock Mini is presented below as Schedule A.

b) High Quality, Research-Based Instruction that Supports the Program:

In addition to the professional development in-service training discussed above in response to question #2, MSES service providers are also trained utilizing the following research-based approaches identified at the U.S. Department of Education Reading Summit:

1. *Catch Them Before They Fall: Identification and Assessment to Prevent Reading Failure in Young Children.* Joseph K. Torgesen. *American Education.* Spring/Summer 1998; 2) *Preventing Reading Difficulties in Young Children.* Prepared for the US Department of Education Reading Summit. Washington, DC, September 18-19, 1998; 3). *Straight Talk About Reading: How Parents Can Make a Difference During the Early Years.* Hall and Moats; 4) *The Trouble with "Reading Disability".* Louis Spear-Swerling, Ph.D. SouthernConnecticut State University; 5). *Fluency for Everyone: Incorporating Fluency Instruction in the Classroom.* Timothy V. Rasinski. *The Reading Teacher.* May 1989.

To substantiate that training in high quality, research-based instruction has been effective, MSES requires its service providers to provide qualitative evidence of progress on student academic performance. Utilizing MSES' proprietary *Student Information Management System (SIMS)* which includes a data bank of Michigan State standards, MSES is able to provide individual goals and short-term objectives that meet Michigan State standards as well as each Local Education Agencies requirements. Progress on short-term objectives are periodically measured as shown in the Progress Report which follows as Schedule B.

Based on the results of the standardized assessment, individual student goals and objectives are developed in consultation with the regular and special education teachers. Based on identified individual goals and objectives, MSES service providers complete Session Progress Notes on each student, specifying progress and improvement on goals and objectives/benchmarks. These Session Progress Notes are monitored by MSES Area Coordinators on a bi-weekly basis. A typical standard with accompanying goal and short-term objective or benchmark is shown below.

<u>Standard</u>	<u>Goal</u>	<u>Objective/benchmark</u>
Spelling 3.19 Arrange words in alphabetic order.	By June, when given a list of 10 words, including words with identical first and second letters, student will alphabetize these words with 95% accuracy in three out of five trials as measured by student work samples.	By December, when given a list of five words with identical first and second letters, student will alphabetize the words with 95% accuracy in three out of five trials as measured by student work samples.